

**State of Iowa
Department of Education
Alternate Assessment**

Assurance Checklist for Building Administrator or Designated Personnel
Characteristics of High Quality Evidence

Relevant:

- ☐ Evidence reflects high expectations to the general curriculum through the use of age-appropriate activities and materials.
- ☐ Evidence of adapted materials maintains the reading, math, or science constructs at the particular grade level. You may reduce the complexity of the rating scale item(s) without losing the academic construct.
- ☐ Evidence includes student use of assistive technology, where appropriate.
- ☐ Evidence is clearly indicative of the IAA rating scale items listed.

Representative:

- ☐ Evidence reflects materials that match the student's response mode and are delivered at their instructional level, yet challenging to the student.
- ☐ Evidence is based on 4 performances (trials) of the student's knowledge and skills with accompanied student work sample that represents the score reflected on the rating scale item.
- ☐ Evidence of student work samples are dated and labeled with the student's performance score.
- ☐ Work samples are produced by the student during routine instruction, either in classroom, in another setting within the school, or in the community.
- ☐ Evidence graphs, charts or tables measure the student's accuracy/independence in performing the activity or task related directly to the rating scale item.

Recent:

- ☐ Evidence was collected during the assessment window (Start of school through March 31st) and includes dates to substantiate when it was produced.

Reliable:

- ☐ Evidence represents student's skills and can be rated consistently. Two people can look at the evidence and agree upon the performance.